

Part C State Annual Performance Report (APR) for FFY 2011**Overview of the State Performance Plan Development:**

Same process as described in Indicator 1.

Monitoring Priority: Early Intervention Services In Natural Environments

Indicator 3: Percent of infants and toddlers with IFSPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416(a)(3)(A) and 1442)

Measurement:

Outcomes:

Positive social-emotional skills (including social relationships);

Acquisition and use of knowledge and skills (including early language/communication); and

Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

- a. Percent of infants and toddlers who did not improve functioning = $[(\# \text{ of infants and toddlers who did not improve functioning}) \div (\# \text{ of infants and toddlers with IFSPs assessed})] \times 100$.
- b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of infants and toddlers with IFSPs assessed})] \times 100$.
- c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it = $[(\# \text{ of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of infants and toddlers with IFSPs assessed})] \times 100$.
- d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of infants and toddlers who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of infants and toddlers with IFSPs assessed})] \times 100$.
- e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of infants and toddlers who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of infants and toddlers with IFSPs assessed})] \times 100$.

Summary Statements for Each of the Three Outcomes (use for FFY 2009 - 2010 reporting):

Summary Statement 1: Of those infants and toddlers who entered or exited early intervention below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned three years of age or exited the program.

Measurement for Summary Statement 1:

Percent = # of infants and toddlers reported in progress category (c) plus # of infants and toddlers reported in category (d) divided by [# of infants and toddlers reported in progress category (a) plus # of infants and toddlers reported in progress category (b) plus # of infants and toddlers reported in progress category (c) plus # of infants and toddlers reported in progress category (d)] times 100.

Summary Statement 2: The percent of infants and toddlers who were functioning within age expectations in each Outcome by the time they turned three years of age or exited the program.

Measurement for Summary Statement 2: Percent = # of infants and toddlers reported in progress category (d) plus [# of infants and toddlers reported in progress category (e) divided by the total # of infants and toddlers reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

Arizona adopted the Early Childhood Outcomes Center's (ECO) Child Outcomes Summary Form and renamed it the Child Indicator Summary Form (CISF). Minor adaptations were made to the form to capture necessary demographic information, combine data tables, and change the ratings from numbers to letters so children would not be rated a high or low number. Arizona approved certain broad spectrum tools that ensure all areas of development are assessed, and have been cross-walked by the ECO Center. Programs may choose any tool on the following list:

- The Ounce Scale;
- Battelle Developmental Inventory, Second Edition;
- Bayley Scales of Infant Development, Third Edition;
- Brigance Diagnostic Inventory of Early Development, Second Edition;
- Carolina Curriculum for Infants and Toddlers with Special Needs, Third Edition;
- Developmental Assessment of Young Children;
- Early Learning Accomplishment Profile;
- Hawaii Early Learning Profile;
- Infant -Toddler Developmental Assessment Record with Provence Birth-to-Three Developmental Profile;
- Michigan Early Intervention Developmental Profile, Revised, Vol. 1 and 2; and
- The Oregon Project for Visually Impaired and Blind Preschool Children Skills Inventory, Sixth Edition.

Target Data and Actual Target Data for FFY 2011:

Summary Statements	Actual FFY 2010 (% and # children)	Actual FFY 2011 (% and # children)	Target FFY 2011 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)			
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	61.4% (324/528)	71.6% (418/584)	64%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	60% (483/805)	60.8% (496/816)	58%

Summary Statements	Actual FFY 2010 (% and # children)	Actual FFY 2011 (% and # children)	Target FFY 2011 (% of children)
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)			
1 Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	70% (460/657)	76.6% (512/668)	73%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	54.2% (436/804)	57.1% (466/816)	50%
Outcome C: Use of appropriate behaviors to meet their needs			
1 Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	70.7% (463/655)	75.6% (502/664)	73%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	52.3% (421/805)	58.7% (479/816)	53%

Progress Data for Part C Children FFY 2011

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of infants and toddlers who did not improve functioning.	10 (10/816)	1.2%
b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	156 (156/816)	19.1%
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach.	154 (154/816)	18.9%

d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers.	264 (264/816)	32.4%
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers.	232 (232/816)	28.4%
Total	816	100%
B. Acquisition and use of knowledge and skills (including early language/communication):		
a. Percent of infants and toddlers who did not improve functioning.	9 (9/816)	1.1%
b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	147 (147/816)	18.0%
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach.	194 (194/816)	23.8%
d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers.	318 (318/816)	39.0%
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers.	148 (148/816)	18.1%
Total	816	100%
C. Use of appropriate behaviors to meet their needs:		
a. Percent of infants and toddlers who did not improve functioning.	12 (12/816)	1.5%
b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	150 (150/816)	18.4%
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach.	175 (175/816)	21.4%
d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers.	327 (327/816)	40.1%
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers.	152 (152/816)	18.6%

Total	816	100%
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Discussion of Data: Arizona met its target for FFY 2011.

DES/AzEIP reviewed the child outcome data by program twice a year, and EIPs were identified with missing data or data reflecting an impossible rating combination. EIPs were required to correct the data and technical assistance was provided.

DES/AzEIP compared forms from different regions with the database to ensure accuracy of the data.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

The State met its targets: no explanation of progress/slippage or discussion about improvement strategies required.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012

None